

ESSAY WRITING – FOREIGN LANGUAGE

University of Memphis Language Fair 2024

i GUIDELINES

- Students will submit a written entry in the target language. **The submission must be related to this year's theme for the Fair.**
- Poems will not be accepted for the Essay Writing competitions, since there is a separate contest for poetry writing.
- Submissions will be accepted starting February 1st and will close on March 1st. All work is to be submitted via the online registration form at www.memphis.edu/fair/.
- All submissions must be submitted together in **one PDF or Word file per level** at the time of registration.
- The files should be named in this manner: a submission from French 3 at School X would be named "SchoolXFrenchEssayWritingLevel3.pdf" or "SchoolXFrenchEssayWritingLevel3.docx".
- Each submission must include the following information:
 - Student's name
 - School
 - Teacher
 - Language
 - Level (I, II, III, IV)
- Format: Submissions **must not exceed the following lengths** (double-spaced, 12 pt. font., 1" margins):
 - Level I and II – minimum of ¾ page, maximum of one page
 - Level III and IV – minimum of one page, maximum of two pages
- All work, including drafts and corrections, must be done solely by the student. The use of dictionaries is permitted, but the use of online translators is not. A student may receive general feedback from a teacher, but modifications can only be made by the student.
- Maximum: **three (3)** entries per class period.
- Only second language learners may participate in this event. Native/heritage speakers of the target language and native/heritage speakers of any cognate languages may NOT participate. However, they may qualify to participate in the Native / Heritage Speaker Essay Writing Event.
 - Native Speaker** – the majority of formal education is in the target language
 - Heritage Speaker/Learner** – the majority of formal education is in English, but the target language is commonly used for communication in the home
 - Second Language Learner** – little or no experience with the target language outside of formal education
 - Cognate languages** are ones that are closely related to the language being tested, such as Portuguese speakers in Spanish contests.

i JUDGING

CRITERIA	OUTSTANDING (3)	NOTEWORTHY (2)	INADEQUATE (1)
Language Task	Communication is satisfactory. Main ideas are clear , supported with some elaboration and detailed development.	Communication is adequate but may be repetitive . Main ideas are usually clear but lack detailed development or elaboration.	Communication is inadequate . Main ideas are unclear and/or have minimal detail . Content is not cohesive.
Sentence Structure and Organization	Complete sentences are used. Level-appropriate sentence structures are varied . Sentences / paragraph / essay are mostly cohesive and flow in a logical manner .	Complete sentences are used. Level-appropriate sentence structure may be simple and/or repetitive . Sentences / paragraph / essay are cohesive but may not always flow logically.	There may be incomplete sentences . Sentence structure is often simple and/or repetitive or not level appropriate. Most sentences have limited flow or are not organized into a paragraph / essay.
Vocabulary	Vocabulary range is satisfactory and appropriate to level expectations. Mistakes rarely obscure meaning. No or few spelling mistakes may be present.	Vocabulary is generally satisfactory but may only be somewhat appropriate to level expectations. There may be mistakes in spelling that obscure meaning.	Vocabulary is inadequate, limited , and below level-appropriate expectations. There are frequent spelling mistakes that obscure meaning.
Language Control	There is satisfactory control of level-appropriate grammar. Very few or no mistakes that do not obscure meaning.	There is general control of level-appropriate grammar. Mistakes rarely obscure meaning. English sentence structures might be used.	There is minimal or no control of level-appropriate grammar with frequent mistakes. Mistakes generally obscure meaning. English sentence structures are frequently used.

If teachers have any questions, please contact flfair@memphis.edu.